**Lesson Plan Title:** Sentence Types

**Grade Level:** 5th

**Has this lesson plan been completed for a course assignment? (Yes or No)** Yes

**Estimated number of days lesson will cover:** 1

**Lesson Subject/Title:** "What's Your Type" Sentences: Functional Fragment, Simple, Compound, Complex, and Compound-Complex Sentences

**Standards**

|  |  |
| --- | --- |
| **GA.LA.05.74** | STANDARD: Writes simple and compound sentences and avoids fragments and run-on sentences. |

**Performance Standards - Type in the standards**

ELA5C1 The student demonstrates understanding and control of the rules of the

English language, realizing that usage involves the appropriate application of

conventions and grammar in both written and spoken formats. The student

a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb,

    adjective, conjunction, preposition, interjection).

b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining

    or revising sentences).

c. Uses and identifies verb phrases and verb tenses.

d. Recognizes that a word performs different functions according to its position

    in the sentence.

e. Varies the sentence structure by kind (declarative, interrogative, imperative,

     and exclamatory sentences and functional fragments), order, and complexity

     (simple, compound, complex, and compound-complex).

f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks,

    comma use in compound sentences, paragraph indentations) and correct

    sentence structure (e.g., elimination of sentence fragments and run-ons).

g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation

     marks, comma use in compound sentences, paragraph indentations), correct sentence

     structure (e.g., elimination of fragments and run-ons), and correct Standard English

     spelling (e.g., commonly used homophones) when writing, revising, and editing.

**Lesson Objective(s)**

Lesson Objectives (What students will know and/or do): Students will identify the complete subject and predicate in a sentence. Students will dissect each sentence labeling the independent and dependent clauses. Students will define and identify the function of a conjunction. Students will identify and define functional fragment, simple, compound, complex, and compound-complex sentences.

**Enduring Understanding:** Students will be aware of the mulitple ways to construct sentences and interchange the different types when writing.

**Essential Questions**

**Essential Questions:** What does a sentence need to be complete? What is a subject? What is a predicate? What is a dependent clause? What is an independent clause?  What is the function of a conjunction? What is a simple sentence? What is a compound sentence? What is a complex sentence? What is a compound-complex sentence?

**Key Vocabulary**

**Key Vocabulary:** subject, predicate, independent and dependent clauses, conjunction, simple, compound, complex, compound-complex sentences.

**Procedures & Activities**

**INSTRUCTIONAL PLAN**

| **Time Allowed** | **Procedures** | **Differentiation** | **Materials/Resources** | **Assessment** |
| --- | --- | --- | --- | --- |
| 5 minutes | **Introduction/hook/activation of prior knowledge**  First, ask the students what makes a complete sentence.  Answer: A noun and a verb or subject and predicate are appropriate answers.  Then, show the music video about a complete sentence.  (which can be found on the powerpoint via youtube)    This will lead into the different types of sentences. | Information through song gives another style of learning. | The youtube link on the powerpoint | Participation |
| 30 minutes | **Instructional Activities**  **Demonstrate/Model (if appropriate):** Through powerpoint students will learn the definition of all the key vocabulary.  This powerpoint includes videos and songs that will help students understand the different sentence types.  Questions to Guide: Can anyone give an example of a simple sentence? Can anyone explain what a complex sentence is and give an example. Can anyone tell me what a conjunction is? What happens when you combine two simple sentences with a conjunction? What is a functional fragment?  **Guided Practice (if appropriate):** Students will follow along in the powerpoint by answering the guided question in the lesson. These question stop to clarify and test understatement of the elements being learned.  These questions will be answered with the class and teacher.    **Independent Practice (if appropriate):** After the lesson students will answer questions on the worksheet tailored made to fit the lesson. They must try to answer as many question on their own using the lesson and guided practice, but if confused can receive help from teacher. | The guided practice is tailored made to fit the abilities of the students and gradually increases with difficulty in the independent practice. | Guided Practice Worksheet, Independent Practice Worksheet, and Powerpoint | Completion of worksheets and Observation of participation |
| 5 minutes | **Review and Closure**  To close the lesson question students for understatement.  Question: What is a subject? What is a noun? What is a conjunction? What is a simple, compound, complex, and complex-compound sentence?  If students did not finish their independent practice it becomes homework. |  | Independent Practice Worksheet | Observation, participation, and completion of task activities |

**Attachments** [[https://c1.livetext.com/assets/icons/file/doc.gif](https://c1.livetext.com/folder/8433870/XMFCpXrC_Daysforgrammarunit.docx) Daysforgrammarunit.docx](https://c1.livetext.com/folder/8433870/XMFCpXrC_Daysforgrammarunit.docx), [[https://c1.livetext.com/assets/icons/file/ppt.gif](https://c1.livetext.com/folder/8433870/uUshYjFA_What___s_Your_Type_sentences.pptx) What\_\_\_s\_Your\_Type\_sentences.pptx](https://c1.livetext.com/folder/8433870/uUshYjFA_What___s_Your_Type_sentences.pptx)